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ABSTRACT

This document contains papers presented at the fifth in a series of annual conferences dealing with the preparation and survival of black public school teachers. The following papers are included: (1) "Collaboration of Education and Liberal Arts: A Prescription for Recruitment and Preparation of Talented Black Teachers" (Dorothy P. Barnett); (2) "Attracting Gifted and Talented Blacks to the Teaching Profession" (John F. Leeke); (3) "Voodoo Research: Its Implications for Black Americans" (Lillian P. Jennings); (4) "Trends in Recruitment, Retention, and Placement of Prospective Black Teachers" (Edyth Cole, Floyd P. Horton); (5) "Strategies for Preparing Students for Success in Meeting New Certification Requirements" (Margaret G. Dabney); and (6) "Linking Strategies: Public Schools, Community, State Department of Education and Professional Organizations" (V. Wendell Hylton). (JD)

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PROCEEDINGS

FIFTH NATIONAL INVITATIONAL CONFERENCE ON TEACHER PREPARATION AND SURVIVAL

ATTRACTING GIFTED AND TALENTED BLACKS TO THE TEACHING PROFESSION

MARCH 29 & 30, 1984

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P R O C E E D I N G S

Sixth National Invitational Conference

PREPARATION AND SURVIVAL OF BLACK
PUBLIC SCHOOL TEACHERS

March 29-30, 1984
Norfolk State University
Norfolk, Virginia

ATTRACTING GIFTED AND TALENTED
BLACKS TO THE TEACHING PROFESSION

ED026531

Attracting Gifted and Talented Blacks to the Teaching Profession

Fifth National Invitational Conference
on Problems, Issues, Plans, and Strategies
Related to the Preparation and Survival
of Black Public School Teachers

March 29-30, 1984

Elaine P. Witty
Synthesis

Norfolk State University
Norfolk, Virginia

Preface

This document represents the collective efforts of many individuals who are concerned about maintaining a viable presence of black teachers in the teaching profession. Annually since 1980, educators from various states have participated in this conference series on the preparation and survival of black public school teachers.

The papers, group session reports, and recommendations included in this document were prepared for the conference. This report is an effort to share the concerns of the conference participants with a wider audience.

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Introductory Remarks

Elaine P. Witty*

It is a real pleasure for me to open this 5th National Conference on Problems and Issues Related to the Preparation and Survival of Black Public School Teachers. In 1980, when the first of these conferences opened, the theme was "Identification of Problems and Issues Related to the Preparation and Survival of Black Public School Teachers". At that time, many of our presidents of traditionally Black institutions and many faculty members at these institutions did not understand that there was a problem.

In 1981, the theme was "Writing for Publication". We tried to encourage colleagues to get articles in the literature about the problems and issues so that they could be understood.

In 1982, the conference focused on the National Teacher Examinations (NTE) and other such tests. The theme of the conference was "Sharing Success Stories" because we wanted to spread the word that many of the programs were strong and that we had a responsibility to try to counter the tremendous negative press coverage given our programs in reports on passage rates of students on the NTE and other tests.

Last year, 1983, the theme focused on "Research and Collaboration" and featured presenters who stressed the importance of working together to develop a stronger data base for programs and activities.

Today, we are looking particularly at one of the issues

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identified in the 1980 conference, Recruitment. The theme for the 1984 conference is, "Attracting Gifted and Talented Blacks Into the Teaching Profession".

In many ways the prospects for Black teachers are worst today than they were when we held the first conference in 1980. The downward trend in numbers of education majors continues. In minority institutions, the downward trend in education majors is even more drastic than it is in other institutions. To use my own institution, as an example, in 1975, we had 69 Special Education graduates, in 1983 we had only 22. In Early Childhood Education we graduated 42 majors in 1975 but in 1983, we graduated only 18. In English we graduated 15 majors in 1975, but only 2 majors in 1983.

So we have fewer students. This is of concern because minority children make up 26.7% of the population - but minority teachers make up 12.5 % of the teaching force. The present enrollment projections did not look very hopeful.

We cannot feel comfortable about the prospects for the few students who are enrolled in teacher education programs today. Will they gain access to the teaching profession? J. T. Sandefur reports that 12 states require testing for both admission and certification, while at least 25 states require testing for certification and 17 states require testing for admission to teacher education programs. Many minority prospective teachers are having difficulty passing the tests and winning teaching certificates.

Our challenge is to continue to work for equity and excellence in educational policy while at the same time recruiting more and better students, tightening up our curriculum, and

improving the image of our programs. To do this, we need the combined efforts of public schools, community, professional organizations, State Departments of Education, liberal arts faculty at our universities and all teacher education faculty.

Our focus today, is to draft strategies that we can share.

COLLABORATION OF EDUCATION AND LIBERAL ARTS: A PRESCRIPTION FOR RECRUITMENT AND PREPARATION OF TALENTED BLACK TEACHERS

Dorothy Prince Barnett*

Isn't it ironic that 100 years later we are experiencing similar education problems as our forefathers--a Black teacher shortage?

One century ago, Black institutions were founded to prepare teachers and ministers. The first Negro college, Lincoln University, was founded as Ashmun Institute in Oxford, Pennsylvania in 1854. Morehouse College and Howard University were founded in 1867. Tuskegee was opened in 1881, in a single building with 30 students, a faculty of one, and a $2,000 appropriation from the Alabama Legislature to provide secondary education as well as teacher training. The Southern Methodist Episcopal Church founded Paine College in Augusta, Georgia in 1884. During the same year, Senator Blair introduced a bill for Federal Aid to Education. It passed in the Senate, but was defeated in the house (Bergman, 1969). Our forefathers were building institutions to prepare teachers.

One century later, 1984, a persistent problem in education is the survival of Black teachers. As Witty points out:

> The absence of a representative number of minority teachers and administrators in a pluralistic society is damaging because it distorts social reality for children. Schools are intended to help children develop their fullest human potential, including their potential to relate to all other human beings in a manner which is free and constructive. To the extent that schools present and perpetuate a

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*Dr. Barnett is Assistant Dean, School of Education, North Carolina A & T State University.

> prevailing attitude of society that fails to take advantage of all human talent, the growth of every child is stunted. (1982, p. 2)

Between 1881 and 1984, there was a renaissance for Black teachers--possibly between the 1920's and 1960's. Another small but significant distinction between previous decades and the 1980's is that there are now Black superintendents in Southern, Northern, Midwestern, and Western towns and cities, yet the underrepresentation of Black teachers persists.

The purpose of this paper is to examine the collaboration of professional education with liberal arts in strengthening the attractiveness of teacher education programs in traditionally Black institutions. Ultimately, the goal is to prepare and to attract gifted and talented Blacks into the teaching profession.

Using a definition of giftedness as composed of three basic characteristics: above average general abilities, high level of task commitment, and high level of creativity (Renzulli and Delisle, 1982), attracting first order gifted (highest one percent of the intellectually gifted) or second order gifted (the upper 10 percent of the intellectually gifted excluding the first order) is unrealistic! These students are not likely to select teacher education.

As with other students, talented Blacks or super Blacks are attracted and recruited to glamorized fields to which there was not previously access--careers in business, engineering, law, medicine. Such negating factors as relatively low salaries, poor working conditions, job availability, job security, fringe benefits, and the low social status of teaching (Page and Page, 1982) have operated to

discourage talented Blacks from choosing education as a career. In addition, elevated and raised admission standards, non-challenging content and lack of glamor are other factors which contribute to the non-attractiveness of teaching to students.

For the time being, a pool of teaching prospects will have to be generated mainly from the large group of average abilities. Teacher education and liberal arts must collaborate to develop a "hybrid teacher" from the average.

Despite the fact that all disciplines are striving to propagate their species for survival, teacher education and liberal arts must work cooperatively for the survival of each other. A teacher education prospect with high mathematical aptitude is likely to be recruited by the Mathematics or Chemistry or Physics Departments. Today in North Carolina, and perhaps elsewhere, it is easier for the student to pursue a career as a mathematician with industry than to pursue a career as a mathematics teacher.

Under the Quality Assurance Program in North Carolina, the student must overcome the following hurdles: (1) Pass the National Teacher Examinations Core Batteries I and II, Communication Skills and General Knowledge Batteries, respectively, at a cost of $32.50, before he can be accepted, usually during the sophomore year, into the Teacher Education Program, and (2) Pass Core battery III, Professional Knowledge Test, and the Specialty Area Test, a total cost of $50, at exit from the program and before recommendation for temporary certification.

Continuing certification is granted after a probationary period of two years following scrutiny of on the job performance by a panel of five persons. The licensee candidate may perceive the panel or

community as hostile. If he is not recommended for certification by the panel, he can not be issued a certificate in North Carolina at any other time.

Is the Quality Assurance Program an impediment to attracting outstanding teacher education prospects? Are similar programs in other states impediments to attracting teaching prospects?

The person who can run the aforementioned maze is a super student who can easily enter more glamorous and financially rewarding careers. The question is now, how can built-in impediments to attracting good and talented teaching prospects be circumvented?

Teacher education and liberal arts must reform our educational process! As mentioned early, the pool of talent will be mainly persons of average abilities. Levels of performance where persons can function adequately must be developed. For example, today fewer than 10% of our high school graduates elected chemistry and physics. Reasons that students avoid these areas are that students perceive the subjects as being difficult and teachers lack mastery of these subjects. Teachers are not able to relate their subject matter to the students' interests or present aspirations.

Teaching methods must be reformed. Concepts of chemistry and physics would be found interesting and stimulating if related to fulfillment of students' present interests. For example, when students were questioned about their career aspirations, those who aspired to be physicians and nurses generally had higher performances in the natural sciences than those who aspired to become athletes and busdrivers. Some of the students who indicated

athletics and bus driving had higher IQ scores than some students indicating interests in medical careers. (Barnett, 1975)

Teacher education and liberal arts must agree on the prototype of the excellent teacher. There must be a joint commitment to develop this prototype as a necessary condition.

Liberal arts would include general education, the breadth component, as a needed experience for all students as well as the emphasis on the commitment to human values. (Conrad & Myers, 1980) To attract and develop talented students, general education must emphasize and provide flexibility and opportunies to develop "critical thinking," "problem solving," and "creativity."

Preprofessional study, those areas providing an adequate theoretical foundation in social and behavioral sciences (i.e., anthropology, philosophy, and behavioral sciences) as well as professional studies, the pedagogical component of initial preparation (AACTE, 1983) must likewise reinforce and provide those opportunities to provide critical thinking, problem solving and creativity as well as develop humane values. There must be a cooperative fusion of effort to provide the challenges for meaningful and substantive content, and experiences. For example, bright and talented students may find honors teacher preparation (which would be a collaboration effort between liberal arts and education) programs a desirable mode for development. As Shiring and Crawley state:

> Honors programs exist in practically every field of higher education, every field that is except education (1983, p. 19),

and

> Teacher educators certainly play a critical role in attracting and helping to retain superior young people in the profession. One effective means of accomplishing these goals lies in the development of challenging and rewarding honors teacher preparation programs.

Professional education faculty and resources can provide opportunities for liberal arts faculty to learn and practice good teaching methodology. Students are "turned off" from learning and the fascination of most subjects as mathematics and chemistry, perhaps because of poor teaching at all levels! Mathematics, sciences, and social sciences can be presented in an interesting and meaningful way.

Institutional and societal commitment must be given to attracting gifted and talented teachers. Admission to teacher education for any student is closely tied in with the competencies which are normally sharpened and developed by liberal arts.

To reinforce the collaboration of liberal arts and education for attracting gifted and talented students to the profession, the following conditions should exist:

1. <u>A national commitment to the survival of Black teachers is needed.</u> Not only must national professional organizations sanction and demonstrate the inclusion of Black teachers for reasons cited by Witty earlier, a national commitment to survival of Black teachers must be established as a priority. Funds should be provided to "shore up" programs at predominately Black colleges. The United States' prestige is on the line because Japan and Germany can out perform the United States in the marketplace--imported automobiles, cameras, electronics, etc. There appears to

be a trend to eliminating Black programs. Financial incentives as well as positive sanctions should be demonstrated in staff and publications of national organizations. Predominately Black institutions should rededicate themselves to the spirit of the 1880's--that of zealously promoting education for Blacks. Why did the British empire shrink? Britain continued its educational elitism in the 1800's. Countries such as Japan, Germany, and the United States provided the same form of education for all people. Consequently, Japan and Germany, and even the United States have survived and prospered. Clearly, it is demonstrated that education improves the quality of the human experience as well as improves the economic vitality of the nation.

2. Salaries must be financially competitive with other glamorous careers.

3. Teaching must be marketed as glamorous and prestigious with the inclusion of Blacks as role models in broadcast media and publications as magazines and newspapers--those attended to by the elite as well as the general public. More sophisticated marketing is needed, such as that sponsored by the advertisers as Dewars and Seagrams.

4. Schools or departments of education should maintain an open door policy for admission providing flexibility for potentially able students to demonstrate development.

5. Schools or departments should recommend only students who have demonstrated mastery of competencies for exit from the

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program. "An engineer starts being made in kindergarten and first and second grade," said Albert Shanker, president of American Federation of Teachers (Maeroff, 1983, p. 55). The same may be said for teachers.

6. Reform methods to make learning more attractive in both liberal arts and teacher education are needed.

7. Federal and private funds should be provided for incentive grants or bonuses for excellent teachers to teach in ghettos, rural, and isolated school districts.

Twenty-five years ago, UCLA was able to recruit basketball players from anywhere in the nation. At that time, most players came from the asphalt courts of large cities. Young people found that basketball was the super highway to fame and fortune. Today, you will also find superstars coming out of hamlets, small towns, and large cities. We need to glamorize teaching to make it attractive to all our young people. In the next decade, teacher education may experience a similar phenomenon.

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ATTRACTING GIFTED AND TALENTED BLACKS TO THE TEACHING PROFESSION

JOHN F. LEEKE

I want to take this opportunity to express what a pleasure it is for me to have the opportunity to be with some long term friends, as well as sharing some thoughts with colleagues that I am not around as often. My work assignments with the NEA are mostly with our local and state affiliates. This means I am interacting mostly with teachers, kindergarten through 12th grade.

I want to thank Dr. Witty for inviting me to this 5th Annual Conference. I have given some serious thought to the topic of the presentation which is "Attracting Gifted and Talented Black Students to the Teaching Profession". As I began to prepare these notes a question came to mind. I wonder what is meant by gifted and talented blacks? I plan to return to this question in more depth later in my presentation.

However, let's assume we are talking about those youngsters in high school who are honor students or those scoring well above the average on SAT Test or those undergraduate students in Liberal Arts who are honor students.

If this is the group, we must realistically realize that the talented black students have many more options today than we had. Therefore, I don't think we can expect to see as many selecting teaching as a career. Let's face it, the competitive salaries and potential career advancements are much more attractive in other fields.

This is no different than what is being faced all over whether Black or White students are considered.

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The NEA and many of its state affiliates are recommending that teachers' salaries be made competitive with the market place. This is basic. In addition, it is being recommended that teacher education students be given interest free loans and have greater access to more scholarship assistance. Now these are suggestions which are rather universal. There are other considerations which will require some fundamental changes in the Schools of Education. Namely, a Systematic Recruitment Program that seeks out potential gifted students at both the high school and undergraduate liberal arts areas. This effort needs to borrow some of the approaches and techniques used in recruiting star athletes: attention by the university and especially a staff person in the School of Education to the prospective potential star teachers. A second suggestion would be to establish an honors program within the School of Education. In preparing my remarks for this conference I was quite surprised at reading an article which indicated that Schools of Education throughout the nation lack any formal honors program. Those high achieving youngsters who wish to be identified as being such, and not having an honors track, may feel that teaching is not an area they wish to enter for it will not acknowledge their academic talents like the Math or Science Departments. Finally, the School of Education needs to both build stronger programs and present their programs as being significant. Teaching must be presented as the art and science that it is. Teaching and learning are based on solid theory. The teaching profession needs to present itself as the medical and legal professions present themselves. We need to let

the public know that we are about diagnosing the needs of students and prescribing recommended learning approaches. This requires a foundation in psychology, sociology and education theory and application. If our programs don't address this type of preparation then they must be revised.

What I would like to discuss in more depth is a different perspective on gifted and talented as well as to present for your consideration a relook at an old approach to teacher education.

In the beginning I raised the question as to what we mean by gifted and talented Black students.

I think that there are many more students who have the capacity to make excellent teachers. What we must do is to develop that talent. I believe a first step is to do some early identification of potential students in high school. In this regard, I believe colleges and especially teacher education departments need to utilize their alumni to identify students and inform the college, and then the college must began some formal contacts with the student. It is like the process used to recruit athletes. The major difference is that the star athletes get a great deal of attention because they have been identified as a star. The youngsters I am talking about don't have star labels. but are potential teacher education stars.

Further, I think the colleges of teacher education need to develop formal, relationships with school districts. The College of Education should reach out to those school districts where many of their graduates have taken jobs. In this formal relationship, the college and school district would begin to work much more

cooperatively with pre-college students. In addition, the teacher education students, from the time they enter college should be given the opportunity to learn about teaching, schools and community.

This leads me to another major idea that I feel has potential for attracting more students and enhancing the potential talent. The teacher education programs at most college and universities need serious examination.

I believe that changes related to how soon teacher education students have opportunities to participate and observe in public schools would enhance their understandings. I believe it is worthy to consider the possibility of students entering teacher education after completion of four years of undergraduate education.

I would like to revisit an old idea that has proven to be effective at some institutions. The Teacher Corps Program which was based on the concept of providing college graduates with an opportunity to participate in a two year intern program that resulted in a master's degree. The program provided prospective teachers with a much more in-depth experience in the field. In addition, the major areas of focus were teaching and learning: organization development: community involvement and multicultural education. These areas provided a great deal of substance as well as practice. Many reports indicate that Teacher Corps interns were far better prepared to be teachers in whatever settings than those attending the more traditional teacher education program and processes.

I feel our real challenge is to provide the quality of education,

preparation of those students who come to us whether or not they have been identified as academically talented or gifted by some test or grade point average. It seems that we can't afford the luxury of putting such emphasis on getting the identified black talented at the expenses of the potentially larger pool of blacks who can become talented in the profession of teaching.

In this regard it becomes a real challenge to the historically black colleges to rededicate themselves to preparing students for excellence. We must continue to take youngsters at where they are and move them to the great heights. We must keep high expectations. Just as we say to those prospective teachers they must have high expectations for their students, we must do the same. Research on what makes an effective school indicates one of the factors contributing to effectiveness is high expectations. When teachers have high expectations, students are more likely to achieve at higher levels.

If, as we examine our current programs and procedures, we find deficiencies, we must correct them. If, as some results show, Black teachers being prepared in historically black universities and colleges are failing teacher tests at a greater rate than whites or just failing in such numbers as to result in critical shortages in the future, then we must do what is necessary to correct that outcome. We must ask ourselves, are we exposing our students to the knowledge, skills and techniques to make them effective? If not, what must we change? If there are some of us who have lost our drive for working to make every prospective teacher education student the best, then we must move aside. We must be prepared to make some hard decisions.

VOODOO RESEARCH: Its Implications For Black Americans

Lillian Pegues Jennings

"Voodoo Research" is my term that I use to specifically point out fraudulent research which infers conclusions that support a social, academic, political, or economic stance or policy that aids in negating the social, academic, political, or economic credibility of selected non upper-status persons or groups of persons in the United States. This kind of fraudulent research can be a popular, financially rewarding, and academically acceptable behavioral mode in this country. It helps in swaying public opinion toward accepting once unacceptable public policies that end up rewarding selected personal or group interests in the form of favorable legislation or financial advantage.

But this is the American way. We believe in rugged individualism. We believe in constant competition for the good things in our way of life. We also believe that whatever we can do in a legal way to accommodate our own upward mobility is appropriate. Even fraudulent research is acceptable as long as we are not discredited by our professional peers. I shall cite a few examples of research, acknowledged as fraudulent, and explain how the results of this fraudulent and incredibly flawed research has functioned as a strangling choke-hold on many persons from minority groups, and has closed doors that might have led to their upward mobility in this country. Some of the selected examples of fraudulent research have been used as a basis for implementing legal and social actions that have resulted in startling and often

inhumane consequences for selected groups of people within the United States. These have conversely led to economic rewards and opportunities for persons of socially acceptable status in this country.

As past examples of fraudulent research and actions, I first cite the research conducted by the late Sir Cyril Burt, a major proponent of the idea that heredity controls intellectual capacity and behavior. Science magazine in 1976 indicated that "this research was a scientific forgery that ranks with the fraudulent research that 'established' the Piltdown Man" (1).

Researchers had been questioning Burt's research for some years because of internal inconsistencies in his data. Oliver Gillie, medical correspondent for the London Sunday Times, reported in the October 24, 1976 issue of this newspaper that "the two chief co-authors of Burt's later papers (Miss Margaret Howard and Miss J. Conway) seemingly did not exist (2)". Two weeks later the Sunday Times did concede that Miss Howard had been a faculty member at London University in the 1930's but there is no evidence that she knew Burt or that she played the role assigned her by Burt.

An American psychologist, Leon Kamin (3) of Princeton University, initially noticed that Burt's results incorporated many internal inconsistencies and implausibilities, and neglected basic methodological requirements. Although Burt's sample size was continually increasing, correlations between the IQ scores of the separated twins remained at 0.771 in all three of the studies he issued, and he noted the correlation for identical twins who

were reared together as remaining invariable at 0.944. Kamin also noticed that Burt in many instances failed to record essential data such as the sexes of the children, ages at which they were tested, and even the specific test instruments used. Kamin felt that Burt had concocted his data from the very beginning of his research exercise.

Much of Burt's research on IQ and attendant correlations was published in 1950. Please note the significance of this date as being at a time when research support for the continuation of racial segregation was vitally needed by those who wanted to prevent passage of the civil rights legislation that would require full integration of all social systems as a national policy throughout the United States. As a professor of psychology at University College in London, Burt had been in economic straits and was suffering from Meniere's disease (a disease of the inner ear that is marked by dizziness, tinitis, and deafness), which was admittedly no excuse for his behavior. Burt's research was not officially challenged until after his death in 1971. Kamin attributes this to the fact that Burt's research originally had confirmed what his potential critics, his fellow professors, wanted to believe. What professor did not want to believe that his child was brighter than the ditch digger's or the blue collar worker's child? So what was there to challenge? The same mind set in this country allowed the research to be accepted so readily within our university settings. Sir Cyril Burt was saying what many supporters of racial segregation wanted to hear and vitally needed. Burt's research supported the theory that the heredity of

Black Americans kept them from becoming as intellectually capable as White Americans. If Sir Cyril Burt had not been the contributor of this desired research, some other opportunist would have arisen to the occasion. Burt's work has already been used in the United States by researchers like Arthur Jensen (4), as well as by Richard Herrnstein (5) of Harvard University, and by "hereditarians" in England where Burt's research was influential in establishing the three-tier educational system best known as the "11-plus" (6). In conformity with Burt's idea that intelligence is largely innate, British children were for many years permanently assigned to one of the three educational tracks by an examination administered to them at age eleven. This should ring a bell as to current practices in this country's public schools, the only difference being that our school's students are permanently tracked beginning at age five or six according to where they score on whatever reading-readiness test is used.

For his fraudulent research in the area of intelligence, Burt was knighted by the monarch of England at that time.

From here we can go on to a next area of fraudulent research which covers the issue of creation as a science versus the theories of evolution, and the relationship of this issue to racism in the United States. It is especially intriguing that the underpinnings of the Ku Klux Klan (7) and the famous Scopes "Monkey Trial" arguing the validity of Darwin's theory of evolution of the human family, originated in the U-Shaped mountain area within the winding Tennessee River in the state of Tennessee. The proponents of teaching creation as a biological

truth even today, in 1984, also tend to be the proponents of racial separation to a point of not allowing interracial dating in their private schools. The religious illusion of some white fundamentalists that they are superior to everyone else because they were created by a God, of whom Jesus Christ was His earthly image, serves as the continuing underpinnings of racial separation in this country. This same theoretical base served as the rationale in support of the slave trade, slavery itself, and in theory supports the perceived need for the massive network of Christian schools throughout many states in this country so large-scale racially segregated education is still possible for many. The supposed research done by/for the Transnational Association of Christian Schools has to be false because it is based upon fraudulent research, a theory that one's skin color is a validated measure of quality or inequality in the eyes of a God. Liberty Baptist College has claimed accreditation by the Transnational Association of Christian Schools (8) which requires allegiance to the concept of creationism as a prerequisite for accreditation and membership. It is also seeking accreditation by the Virginia Department of Education to prepare teachers for the public schools of this state and this country by reciprocity. These two entities should be at opposite ends of any philosophical pole and should be mutually exclusive of each other.

Creationism when perceived as a biological science, has to be invalid, because the basic theoretical hypotheses are scientifically invalid. Creationism is a religious theory not even acceptable to all religions, not a biological science. For

approximately eight decades, influential experts have advised psychologists and educators that measuring instruments requiring cognitive or affective responses were basically of the same design and logic as those in the natural sciences (9). Perhaps this conceptual error is key to the basic flaw in creationism because it seeks to replace a natural science with a social science construct.

This is last-ditch fundamentalism. Rural hostility to urban culture shows itself in matters of the mind. The unsophisticated have always fallen prey to antiscientism, partly because they do not understand the methods of science, partly because they resent many of the changes that science and technology bring about. Though most Americans admired the technological advances of the 1920's and recognized them as the products of earlier scientific strivings, some were distressed by the complexities and uncertainties of a machine civilization, by its overwhelming challenge to the ways of "good old days". To those Americans science seemed threatening and mysterious. In the rural areas that modern culture had just begun to reach, Protestant fundamentalism seized upon science as an arch-enemy. These fundamentalists insisted that the Bible must be accepted as the literal truth. More than sixty years after the publication of the Origin of the Species by Darwin, these fundamentalists still rejected the concept of biological evolution and attacked those who taught it in the post-war years. William Jennings Bryan assisted the lobby that persuaded the Tennessee legislature to pass a bill that made it illegal to teach any theory that denied

the story of the creation as found in the book of Genesis. The American Civil Liberties Union suggested that they would provide counsel for any teacher who was willing to test this law. John T. Scopes took up the challenge. Clarence Darrow challenging Bryan made this trial one of interest to the entire United States. Bryan took the stand as an expert on the Bible, and noted that every statement that it made was a literal truth. Scopes was convicted on a technicality, but the decision was reversed because the constitutionality of the statute could not be tested. Bryan was ridiculed during the trial and this cost the fundamentalists their cause. However, by 1925, the intransigent zeal of the Klan combined with the blind faith of fundamentalism to estrange many ordinary citizens from the intellectual as well as dividing the underprivileged of the farms from the underprivileged in the cities. These also set Protestant laborers against Jewish and Catholic laborers, and whites against blacks. The Americans who were not enjoying the fruits of prosperity, or had not been intellectually beguiled by this fundamentalist concept, found themselves sealed off into separate and many times hostile compartmentalized groups. This same process with ever-widening zeal has again sprung up in the sixty years after 1925 (10).

Another issue that in itself is not fraudulent as an area of research, but the inferences drawn from it are often fraudulent and erroneous. This is the issue of sickle-cell anemia being a black-only disease. What about the Spanish, French, Italian, and Greek persons who have what they choose to call Mediterranean anemia. Both of these are anemic conditions that are

characterized by a tendency of the red blood cells to assume the shape of a sickle under certain conditions, notably when the oxygen supply is insufficient. I recall a school nurse noting to me as a teacher that this was the same disease, but that the Italian student who had it was said to be suffering from Mediterranean anemia. Yet, this is supposedly a researched ailment that proves that black persons are different from white persons because sickle-cell anemia "is a condition found only in black persons". This is a research area that is highly funded because it says what the many middle-class, racially motivated, opportunistic types want to hear and see in print. It infers that there are biological differences between the races, and it aids in supporting and enhancing some of their feelings of racial superiority.

In July, 1982, Mark and Linda Sobell (11) reported in that issue of Science magazine, that they had done a ten-year follow-up research study in a project in which they claimed that they had used behavior-modification techniques and had successfully trained twenty alcoholics to control their drinking rather than totally abstaining from alcohol. This research not only had been cited widely in the literature, but has also been picked up in textbooks on medicine and psychology. Again this is research that says what many persons want to hear, that alcoholics can drink in moderation.

A reaction to this fraudulent research came when officials of the Patton State Hospital in California where the original experiment was conducted, knowing that the research report had some inaccuracies, persuaded some other researchers to do the

follow-up study again. They knew that some of the Sobell subjects had been re-hospitalized with drinking problems. These researchers found that only one of the twenty alcoholics had maintained a pattern of controlled drinking and that

-eight continued to drink excessively, regularly or intermittently despite damaging consequences.

-six abandoned their efforts to engage in controlled drinking and became totally abstinent.

-four died from alcohol related causes.

-one of them (certified as being gravely ill from excessive drinking) was reported missing.

Some of these items so far have been ongoing issues over the decades. But these are returning again in this decade of the 1980's and in addition, there are some new thrusts of rigged or fraudulent research showing up that seem to be designed specifically to limit educational/social/economic opportunities for blacks.

R. Emmett Tyrrell, Jr. in an article in the Washington Post in June, 1982, asserted as his belief that when there is bogus science, there is bogus justice (12). He was discussing the sanity (or lack of it) of a Beethovan (who heard musical sounds within his head that no other human had ever heard before), and John Hinckley (who attempted to assassinate the President). He stated that a psychiatrist is no more useful to our judicial process than a snake charmer. We have all seen examples of psychiatrists, using the same data, arriving at diametrically opposing conclusions.

William Raspberry (13) reported in the Washington Post in

June, 1982, about differing conclusions being drawn from the same item of raw data. He notes specifically the data that the College Entrance Examination Board has handed out that reveal that

1. Blacks average 110 points behind whites on the College Boards.

2. Black scores are improving at a significantly faster pace than white scores.

This information poses a public relations dillemma for black Americans. If it is noted only that there is a 110 point gap in the scores of black and white test takers, should we suggest that the only reasonable thing to do is to abandon the whole testing enterprise and find other ways to screen applicants. Or should we publicly note that blacks are gaining at a faster rate than whites on this test. This fact would prove the effectiveness of such efforts as school desegregation, affirmative action, and compensatory educational programs. It would also show what can happen when big city school systems are taken over by more competent managers who have a true understanding of adolescent and child behavior. I also note here that prior to desegregation, few people noticed or reported poor test scores of any minority group. The public focus changed after public schools became racially mixed.

The two next items are ones that hold broad significance for the education of all minorities, blacks and others.

The first item is examinations like the National Teacher Examinations that supposedly hold validity as indicators of competence in selected professions. The second item revolves about the concept of the predictability of criminal behavior,

a concept already playing a part in the discipline dynamics in many school settings.

As to the NTE as a valid predictor of teaching competence, the Educational Testing Service states that

> The information gained from NTE tests is significant but limited. It is significant because knowledge gained through academic preparation for a profession is obviously and substantially related to the future professional's performance in that profession. The information is limited because the knowledge and skills tested do not include many elements important to professional performance, such as dedication and motivation, human relations skills, perseverance, caring, and so on. Thus NTE tests can properly be said to measure only a part, but a necessary part, of preparation for a profession (14).

In fact, the Educational Testing Service is threatening legal actions for improper use or fraudulent use of the test when states like Arkansas are requiring that teachers currently in service be required to take this examination as a prerequisite for their retention in the schools in a professional capacity. Another facet of this discussion is the way in which all of this is handled by the Departments of Education and by the persons reporting the research to validate the use of the tests as well as what is reported to the media. In Virginia, the researcher hired by the Department of Education to assess an appropriate cut-off score for teacher education graduates in that state found that graduates of nine different teacher education programs would have difficulty passing the NTE. When this consultant reported to the State Board of Education on his findings, he noted only that graduates of two predominantly black university's teacher perparation programs would have difficulty passing the test, that in fact, most of them had failed the tests. He reported this at a

time when no cut-off score had been set to indicate that any test taker had or had not failed the test (15).

Some of the current slogans going around should be worrisome to all minorities. I will cite a few as they are related to educational access and testing concepts (16).

1. "Let's raise our test scores" can show an unhealthy fix on numbers. Predictive artifacts like the SAT's are enormously fallible, and none factor in motivation.

2. "Get remediation out of colleges" is a good slogan, but if we lose our balance we will push it out too swiftly, particularly in the great entry ports of higher education, our community colleges. Until the high schools are changed, we have no other way of helping the young who most need our help.

3. "Tougher standards" are as unattackable as motherhood. But if we pass judgement on students when they begin college, rather than when they graduate, we malign our faculties, disserve our students and trap ourselves in the barbed wire that surrounds the admissions offices.

4. "More severe grading" is a good idea. But the public, like so many of the teachers, tends to believe that marks shape and foretell the future. Frequently they do not. Robert E. Lee graduated first in his class while Ulysses S. Grant stood below the middle. We were completely right only on the one who graduated last in his class, George Armstrong Custer.

Another point in this discussion of test validity evolves around the issue of whether the test items were culturally biased and are developed from concepts and understandings of middle-class Americans, holding very little validity to the developmental experiences of the majority of minority persons in this country. The problem here is not fraudulent test construction, but fraudulent use of a valid test. The natural science model should be eclipsed as a valid measure in social science. In recent NTE validation studies, if racial connotations are not an issue, why

do the paid consultants single out race as an explanation of their findings? Why was background data like the fact that until 120 years ago, it was against the law for black persons to be taught to read in this country not included in the problem statement on this issue? This gave white Americans a 250 year head start in education. Even after black Americans were freed, and education became possible for them, the legal separation in all social systems, with unequal funding for the separate systems, still caused severe deprivation of educational access for black persons. In numbers only statements, social issues are out of place.

The items that I perceive to be the most hostile to all minorities and especially to black Americans, are the recent pushes toward predicting criminal behavior by noting many unusual behavioral cues. Despite official denials, it seems that pseudo-scientific theories of crime prevention have found support in the Justice Department of this country. This federal enforcement agency is not only doing away with the revered common law assumption of "innocence until guilt is proven", but is conspiring to subject large numbers of young Americans to surveillance (17). This goes beyond criminal fraud; the verdict is given, no trial is needed, not even a crime has been committed. One proposal for research submitted to the agency suggested a way of spotting future criminals is by testing young boys for left handedness, sweaty palms, oddly shaped ears, long third toes, and similar danger signals. The Federal Bureau of Investigation will be involved and will aid in developing

statistical profiles of potential delinquents, possibly leading to "the evolution of a national center for the analysis of violent crime."

Sarnoff Mednick, a noted Danish professor, who is now a professor of psychology at the University of Southern California, said his research has shown that some people have a genetic predisposition to commit crimes. Mednick (18) has measured brain waves, heart rates, and electrical properties of 9,000 children and has been watching the children as they grow. (Watching 9,000 children!!! Impossible !!!). He claims to have discovered that these three measurements can predict the onset of criminal behavior as much as ten years in advance. Mednick has tried to clean up this claim by stating that an individual with a predisposition to crime was not condemned to become a criminal. Can you imagine what some school personnel will do with this research as support for this attempts to get rid of students they do not want in their classrooms for whatever reason.

Interestingly, the proposal funded by the Justice Department for the "Early Identification of the Chronic Offender" has references that are reminiscent of the Nazi ideology. The proposal notes that"...it will be important to assess neighborhood characteristics such as...ethnic and racial heterogeneity....Schools can be evaluated in terms of...racial composition and heterogeneity." In this context heterogeneity is only a seven syllable word for that old bugaboo of the Third Reich in Germany in the 1930's and 1940's race-mixing. Like the Nazis, the study's proponents fear that young boys can be corrupted

simply by associating with kids of different ethnic or racial backgrounds. This has been funded for $325,845 to the prestigious Rand Corporation. The Justice Department official responsible for both of these projects is Alfred S. Regnery, Director of the Office of Juvenile Justice and Delinquency Prevention. This gentleman's bumper sticker reportedly asks, "HAVE YOU SLUGGED YOUR KID TODAY? (19)"

All of this should sound familiar. A federally funded violence center was proposed in California in 1973 when Ronald Reagan was governor there.

Theories of biological litmus tests for criminals should have long since been discredited as quackery on a par with phrenology and palm reading. These theories enjoyed their peak of popularity among the documented criminal leaders of Nazi Germany. After all of the social and economic constraints leveled at minorities and the poor by our current White House administration, one does wonder if this new thrust at identifying and labeling future criminals may not be a first step in eliminating or annihilating whole segments of the United States populations who are no longer of economic value to this culture. This voodoo or fraudulent research, funded through one of our respected (?) social systems, the Justice Department, may well be the vehicle that psychologically provides the rationale needed for taking the next steps in the same manner that Nazi Germany did in eliminating its no longer needed populations (Gypsies, Jews, small religious sects).

When you as a professional are reviewing studies to see if

they can be used to support specific points of view, check carefully for flawed, or out-and-out fraudulent research studies. Look for things like the following....

-fabrication of data (descriptions that cannot possibly be accurate)

-fragmentation of data (persons whc publish early, often, and utilize the smallest possible segments of samples and data

-"cooking" data by ignoring results that do not fit the hypothesis

-smoothing out data so that a line in a graph, for example, is straight instead of <u>almost</u> straight (20).

It would bode well for all black Americans to be more cognizant of the human behaviors incorporated into selected plays by the immortal bard, Shakespeare. In his play, Othello, the black protagonist is methodically destroyed by Iago, an unscrupulous Caucasian who conceals his real hatred of Othello behind a pose of friendship, caring, and solicitude. Othello, becoming increasingly suspicious that Iago is plotting his ruin, asks ironically, "Dost thou mock me?" "No, by heaven", responds Iago, "Would that thou would bear your fortune like a man".

This tragedy is still being performed today, with all of America as its stage. Black Americans are playing Othello to white, middle-class America's Iago, as they imply that black persons are just belly-aching when they complain of unfair treatment and discrimination. Middle-class white America is portraying Iago in public education, (both in the public schools and in higher education), in the multiple social systems, and in union activities.

Historically, responsible black leaders have recognized the

threats that items like "higher standards", "early testing and tracking of students", "lack of consideration for employment of minorities", and the research supporting these tactics have meant to educational/economic/social status of black Americans and openly decried all of these. In 1984, our leader's recognition of these as virulent threats to the survival of black Americans, especially in our educational systems, seem to be shadowed by the nebulous shrouds of integration. Even the current efforts to resegregate many school systems through the use of Christian schools in many areas of this country seem to be shrouded in such as way that it is difficult to legally find alternatives to the process.

In standing up as opponents of the current distractions, supported by shoddy and sometimes fraudulent research, we will all be proving ourselves unwilling to keep on shuffling our feet and "bearing our fortunes, good or bad", as white, middle-class, America's Iagos continually taunt us to do.

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Trends in Recruitment, Retention, and Placement of Prospective Black Teachers

Edyth Cole and Floyd P. Horton*

Good afternoon ladies and gentlemen, for the next hour we will try to give you a birds-eye view of the current trends in recruitment, retention and placement of prospective black teachers.

First we will examine factors that hinder the successful accomplishment of such a mission beginning with the movement already underway to upgrade the academic and graduation requirements in high schools throughout the nation. We will then look at the upgrading of college or university admissions requirements. New testing measures required to enter and exit teacher education programs will be presented, and competency tests required prior to employment and after attaining tenure will be reviewed. These factors will affect the pool of prospective black teachers.

We will also present information on recent proposals and recommendations to eliminate teacher education programs, to shift teacher education programs from undergraduate to graduate schools, and a plan that would allow liberal arts majors to become certified teachers without taking methods courses or meeting student teaching requirements.

We will present a North Carolina profile on the Quality Assurance Program and the Consent Decree as they impact on the

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recruitment, retention, and placement of prospective Black teachers and historically Black institutions and teacher education programs. Recent efforts to recruit and train outstanding teachers through innovative programs will be discussed and recommendations will be offered for attracting gifted and talented Blacks to the teaching profession.

Under-representation of Blacks in Higher Education

A report titled "Black Students Needs" released in June 1983 by the Joint Center for Political Studies, a research organization that focuses on the problems of black Americans, stated that "public education has become an instrument for blocking rather than facilitating upward mobility" for black children. The report identified "three basic problems in the schools: (1) a lack of access to "quality public education", (2) the "inadequate representation" of blacks in colleges, and (3) the large numbers of black 17 year olds (47% according to one study) who are functionally illiterate. Vocational education, basic skills, and computer and scientific literacy were also cited as necessary for the improvement of black students' achievement levels. The report, which was prepared by 30 black scholars and activists, called for continuing aid to education, the vigorous enforcement of laws requiring the desegregation of schools, and the demand by parents that school districts "be held accountable for the achievement levels of students". The report concluded that "an effective education policy requires an effective family policy".

James E. Blackwell, a sociologist at the University of

Massachusettes, in a study of black participation in higher education, reported that over the past four decades blacks have made impressive advancements in educational achievement but are still disproportionately under-represented in most compilations of higher education achievement. An alarmingly high black dropout rate is indicated in secondary schools as well as in colleges. It was reported that in 1977 nearly one-fourth of all 18 to 24 year old blacks were classified as high school dropouts and in 1979 only 17 of every 100 black freshmen go on to complete four years of college. The white attrition rate is roughly half that of blacks. In round numbers, there were about a million blacks enrolled in college in 1980: 60% in traditionally white institutions, 20% in traditionally black ones, and the remaining 20% in colleges and universities identified as "newer predominantly black institutions" - urban public colleges and universities of recent origin. The enrollment shift to this new category of colleges and to the majority white schools, according to Blackwell, has cut deeply into enrollment at historically black institutions, and underscores their need for increased public support as a means of assuring the maintenance and enrichment of their contributions and quality. Additional contemporary trends and developments noted by Mr. Blackwell were (1) a recent decline in the number (6%) and proportion of black students enrolled in graduate and professional schools, (2) a tiny representation of blacks on the faculties of traditionally white institutions (among all the faculties of such schools in eight of the Adams states surveyed in 1977, a mere 1.6% were black), (3) a continuing low proportion of black graduates from

most of the professional schools of formerly all-white universities. The few existing professional schools in black institutions not only produce the lions share of black professionals but a generous number of white graduates as well. One example: in 1976, the school of veterinary medicine at traditionally white Auburn University in Alabama had no blacks at all in it's graduating class-but the 40 veterinarians produced that year by traditionally black Tuskegee Institute in the same state included 14 whites. Blackwell concluded his report with a call for a concerted effort to increase the enrollment, graduation, and employment of blacks in all levels of higher education, to the end that black students, graduates, and employees will be equitably represented in all colleges and universities, in the professional ranks, and in the skilled labor force.

Underfunding of Teacher Education

Probably the most pervasive hinderance to maintaining and improving teacher education programs that could attract gifted and talented students is the outrageous underfunding of teacher education. Perhaps the most distressing generalization one can make about professional educators is that they tend to accept expanded responsibilities without having the resources to meet them. This characteristic pervades not only public school personnel but the people in teacher education as well. Predictions that declining enrollment in teacher education during the past decade would result in improved balance between resources and missions simply have not been realized. Teacher education

programs in major state and land-grant universities are generally under financed. Their mission to discover and apply new knowledge is larger than their budgets.

Adequate data are now available to document some alarming indicators about status of funding for teacher education programs. We have known for some time that funds are distributed inequitably among university programs. Formulas used today by 38 states to guide these allocations vary, but most are based to some extent on the Texas formula. In the Texas formula, a complexity index was developed for each academic subdivision at three levels: Undergraduate, masters, and post master's. At the undergraduate level the lowest of the complexity indexes is 1.00. Teacher education is indexed at 1.04; while agriculture is indexed at 1.51, engineering at 2.07 and nursing at 2.74. Indexes at the masters level range from 1.75 for law to 5.77 for veterinary medicine. Teacher education is indexed at 2.30; compare that with 3.27 for business and 5.36 for science. Differences at the post masters's level are even more dramatic. Here teacher education is indexed at 8.79; business at 13.45, agriculture at 16.52, nursing and engineering at 17.60, fine arts was indexed at 17.71 and veterinary medicine at 20.53.

A study of 20 universities in 1978 done by researchers from the University of Alabama revealed that most states follow the Texas example and view teacher education programs as less complex than other university programs for funding purposes. Moreover teacher education programs tend to receive a smaller proportion of the dollars they produce in student credit hours than do other

programs. In the nine universities that supplied complete financial data, four teacher education programs were underfunded by 40% or more according to the dollars these programs produced. All nine teacher education programs were underfunded by anywhere from 12% to 62%.

Declining Enrollment in Teacher Education

In 1977-78 the cost to instruct a teacher education candidate in the United States was $927. That was less than half the cost of collegiate instruction. It was even less than the average in public K-12 schools which was $1400.

In her call for papers for this conference, Witty pointed out that enrollment has declined in schools of education across the nation and in teacher education programs in the historically black institutions the decline is of crisis proportion. She cited statistics recently released by the American Association of Colleges for Teacher Education showing that in 1974 historically black institutions graduated 9,051 black prospective teachers, and in 1981 that number had declined to 4027 (a 44% drop). Witty stated that this reduction in the number of black teachers prepared is critical in light of the increasing percentage of black children enrolled in public schools.

There are many reasons why there has been a dramatic decline in the number of black teachers graduated and employed. Some of the reasons are: a general over supply or surplus of teachers although there continues to be a shortage of mathematics, science, industrial arts and special education teachers. New occupations developed in

recent years that pay more money accounts for a portion of the decline. Working conditions, loss of prestige, and more stringent certification requirements certainly account for respective portions of the decline.

Our conference theme "Attracting Gifted and Talented Blacks to the Teaching Profession" is both timely and wise. There are various groups of people who have a vested interest in the quality of teachers produced and are becoming increasingly more adamant about the need for quality teachers to be developed. In an article in Phi Delta kappa, Doyle Watts, director of Teacher Education at Northwestern Oklahoma State University, suggests that too many below average college students are being admitted to teacher education and are being graduated. He says it's time to start rewarding teacher preparatory institutions for quality, rather than quantity. Mr. Watts reported that some studies have found that teachers identified as successful earned higher grades in college, and there is evidence that superior teachers are more intelligent, well informed, and able to communicate effectively. He says there is sufficient information for at least initial development of selective entrance standards and without question effective teaching is shaped.

Teacher Testing

One of the fastest moving trends in education today is the use of competency tests as an attempt to demonstrate accountability and competence. In some states, competency tests are required as a condition for graduation from high school. Led by the south, some 30 states have adopted teacher-competency tests. Euchner reported that J. T. Sandefur, Dean of the College of Education at

Western Kentucky University and conductor of an annual survey, polled state education officials and teacher education deans in all 50 states, and he says the growing movement to test teachers stems from an earlier emphasis on student testing. Of the states adopting competency-testing laws or policies for teachers, 20 already have started to use the tests. Some 25 state policies require testing for certification and 17 require testing for admission to teacher training programs. According to Sandefur, twenty-five state programs use examinations to assess basic skills, 20 use tests to assess professional or pedagogical knowledge, and 19 use tests to assess knowledge of major academic fields. Some 13 states use or plan to use only national, commercially developed tests such as the National Teachers Examinations or the California Achievement Test. Another 11 states rely on tests developed by their own officials. Five states use both, and one state did not report what test it will use. The rest of the testing programs vary greatly. For example, the Arkansas admissions criteria should be changed and modified as a more precise and comprehensive definition of the qualities needed for legislature last September passed a controversial measure that will require all teachers and administrators already in service to pass basic skills and academic subject examinations by 1987, or risk losing their jobs. At the other extreme, Wyoming has no state testing law but now requires regular testing of prospective teachers. According to Euchner, the Southern Region Education Board last year called on it's members to use the same tests and standards, and the organization is developing proposals to put a plan into effect.

Mary H. Futrell, president of the National Education Association, fears that the use of teacher competency tests may be an attempt to weed black teachers out of integrated systems. She says "I have a real concern that the tests will be used to get rid of Black and older teachers as well," Mrs. Futrell says "I feel that teachers already in the classroom have met the criteria. To ask those teachers to take a test is an insult." Although many states currently use teacher tests to screen students preparing to enter the teaching profession, only two systems, the city of Houston and the state of Arkansas require teachers already on the job to take a written test to determine whether they are competent to teach. Mrs. Futrell is strongly opposed to both the Houston and Arkansas requirements and has taken steps to fight the Arkansas law.

Attracting Gifted and Talented Blacks to the Teaching Profession

The problem of attracting gifted blacks students to teacher education is couched in larger problems and broader activities which serve to complicate efforts to accomplish this feat. A decline in teacher education enrollments, the low criteria or standards for admission to colleges and for entry and retention in teacher education programs, and the poor quality of many teacher education programs which fail to attract and challenge the more gifted students, are among the factors which complicate the problem. Low teacher salaries and less attractive working conditions also contribute to the problem.

The March 15, 1984 Teacher Education Report lists (6) simultaneously occurring events which create a shortage of highly

qualified teachers. They are

a. the flight from teaching of career teachers,

b. a fifty percent decline in teacher education enrollments over the past ten years

c. an increase in emergency permits to unqualified personnel,

d. the unwillingness of public officials at national, state,and local levels to provide adequate incentives and conditions for professional practice.

e. failure of teacher educators to improve their programs and increase admission and retention standards and

f. failure of states to establish and maintain appropriate standards for the approval of teacher education programs.

The six events apply to the sixteen constituent institutions which comprise the University of North Carolina (UNC) System as they apply to other institutions of higher education in the country. However, in North Carolina there are two additional events which have profound influence on recruiting highly qualified students to our universities - especially highly qualified black students. These events culminated in

(1) the Consent Decree (school desegregation compliance)

(2) the Quality Assurance Program.

The consent Decree is the result of federally mandated desegregation to dismantle the dual system of white universities and separate black universities. North Carolina's 1977 desegregation plans were rejected by the Department of Health Education and Welfare (HEW). Enforcement procedures were stated and HEW tried unsuccessfully to defer or terminate federal funds to the UNC System. After extensive negotiations, the Consent

Decree of July 13, 1981 gave approval to North Carolina's desegregation plan.

The Consent Decree caused some program changes. Several new programs were added and other curricula offerings were improved and updated. These were positive actions. The Decree also required the strengthening of faculties, particularly calling for a higher percentage of doctoral degrees, especially at the black institutions. Enhancement funds became available for libraries, for summer school instruction and for certain supplies and equipment. These changes made programs, including teacher education programs, more attractive to potential students.

However the provision of the Consent Decree which has the greatest impact upon recruiting students is the provision which established percentage goals for desegregating students enrollments in each institution. Overall goals are 15% minority presence at black institutions and 10.6% minority presence at white institutions.

In 1972, the percentage of white students in black institutions was 4.99% of the total enrollment. In 1983 the percentage of white students in black institutions increased to 13.4%, a total increase of 8.41%. In 1972, the black student enrollment in white institutions was 3.12% and this had increased by 1983 to 8.1% for a total increase of 4.98% black enrollment in white institutions.

The great emphasis on percentages of minority presence has sometimes placed more emphasis upon quantity than upon quality of students.

The second of the two events of special impact in North Carolina was development of the Quality Assurance Program.

Following the implementation of competency-based teacher education in 1972 with appropriately established Standards and Guidelines by the State Department of Public Instruction, discussions and assessments of the effectiveness of teacher preparation in the State continued to be made. The requirement of the NTE for state certification continued with a court imposed interruption during the period of 1975-77. Finally, in 1980, the acceptance of the concept that the preparation of education personnel should be shared by trainers in higher education with local school system personnel, the State Board of Education and the Board of Governors of the University of North Carolina System issued a Joint Resolution. This Resolution indicated that both segments of educators would share the responsibility of improving the quality of teacher education. Task groups worked on various aspects of the proposed program which evolved into a 3-point evaluation process that would focus on:

(1) the admissions procedures for entry into teacher education programs

(2) the procedures for assessing the competence of teacher education graduates prior to admission to a conditional period of full-time employment in public schools

(3) A continuing assessment of the competence of full-time teachers through a performance-based evaluation system.

The Quality Assurance Program requires (1) a special screening of potential teaching majors at the end of the sophomore year involves passing Core Batteries I and II of the NTE and individual counseling, (2) passing the Area and Professional Knowledge tests of the NTE at the end of the traditional four-year program, for eligibility for an initial or probationary certification, (3) a

two-year period of employment, with monitoring and final evaluation of the new teacher by a team of local school and university personnel before a continuing ("permanent") certificate can be received.

The passing scores of the NTE will be raised during the early years of the Quality Assurance Program. The screening process, the initial certification and the monitoring team activities of the early years of employment are new features in teacher preparation that some educators have not yet embraced as positive impositions for many potential teaching majors, especially minorities.

If these requirements prove to be appropriate to improving standards for admission and retention in teacher education, if the monitoring team can minimize subjectivity in its evaluation, if teachers' salaries and working conditions can show substantial improvement, then all things may work together to attract quality students, minority as well as majority, to teacher education programs in North Carolina.

Aggressive Recruiting

Two separate studies have reported that enough young people might be interested in the teaching profession to meet the demand for the next several decades, and the academic standing of students who enter teacher-preparation programs is as strong as that of other college students. A survey of 5,000 students at 21 high schools in six states, sponsored by Texas Christian University, found that 9 percent of all college-bound seniors were "very interested" and 26 percent were "somewhat interested" in

pursuing a career as a teacher. Another survey, conducted at six colleges in Pennsylvania, suggests that education majors are as academically able as most of their college peers. This finding contradicts the low rating given them by many educators on the basis of Scholastic Aptitude Test scores.

The reading and study skills of the 491 education students involved in the survey are near or above the norms of all college students nationwide, according to the Pennsylvania researchers. The authors of the report say the colleges in the survey were roughly representative of all colleges in the state.

John N. Mangieri, the dean of the school of education at Texas Christian University and the co-author of the report on high-school students' career aspirations, said that teacher-training institutions should take advantage of the large pool of people expressing an interest in the profession by "aggressively recruiting" prospective teachers and by pressing for substantial salary increases for teachers. He said education schools should model their recruitment efforts after efforts in recent years to attract black engineering students, which have dramatically increased the proportion of such students.

The teacher-training programs most likely to be successful in attracting these students, the research suggests, are those that emphasize subject matter rather than methodology and provide early clinical experience.

The extent to which an early interest in teaching results in a student's decision to pursue the profession, the report suggests, depends on the students' perception of the relevance of professional

training programs and the prospects for professional advancement.

Seventy-six percent of the students who expressed an interest in teaching said a major factor in their interest was their "knowledge and skill in a subject", and 68 percent said a major factor was their "interest" in the academic subject.

The factors that were found to be relatively unimportant included prestige and recognition, working conditions, and the influence of a relative or friend who is a teacher. No more than 34 percent of the sample group rated any of these factors as "very important."

Such findings suggest that "teacher-preparation programs that emphasize a strong content major and early field-based experience should be effective in attracting and retaining selected groups of students," the report said.

To attract outstanding students to the teaching profession, Trinity University in San Antonio has launched a forgivable-loan program that subsidizes both the education costs and the starting salaries of young teachers. The university's education department, with the support of a $290,000 grant from the George W. Brackenridge Foundation will provide up to $26,000 in college loans to selected San Antonio high school students. The students must be in the top 10 percent of their graduating class.

The loans include $5000 for each of the first two years of undergraduate work, $6000 for each of the next two years, and a $2000 salary supplement for the two years that students are required to work in local schools. Another attractive program is the one reported by Doane College. If administrators are not completely

satisfied with the education-school graduates they hire from Doane College in Crete, Nebraska, they can call on the equivalent of a one-year warranty. Under a policy started in the fall of 1982 the private 650-student college is guaranteeing elementary and secondary school principals that the graduates of it's teacher preparation program will perform well in the classroom. If the new teachers do not, the college will provide free inservice training. The Doane faculty members will be used to help supervise the teachers' first year. Doane faculty members also serve as substitute teachers so that a full-time teacher can help as a "master teacher" in the early part of the school year; that teacher, a Doane official says, acts as a "support system" to new teachers.

We must conscientiously seek out the brightest, most humane, and caring students in high school as recruits for our profession. Teachers help to shape, mold, and train the minds and character of our citizens, and this responsibility should be charged to the finest practitioners we can produce.

Footnotes

1. "Black Students' Needs', Joint Center for Political Studies Education Week, June 15, 1983. Washington, D.C.

2. John Egerton, Race and Equity in Higher Education, American Council On Education 1982. Washington, D.C.

3. Ibid.

4. Bruce Peseau and Paul Orr, "The Outrageous Underfunding of Teacher Education" Phi Delta Kappan October 1980. Bloomington, Indiana.

5. Ibid.

6. Witty, Elaine, "Call for Papers for the Fifth National Invitational Conference on Issues and Problems Related to the Preparation and Survival of Black Public School Teachers," Norfolk State University, January 1983.

7. Doyle, Witty, Watts, "Admission Standards for Teacher Preparatory Programs: Time for a change," Phi Delta Kappan, October 1980. Bloomington, Indiana.

8. Charlie Euchner, "30 States have Adopted Teacher Competency Tests," Education Week February 15, 1984. Washington, D.C.

9. "Is there a Plot Against Black Teachers? Ebony March 1984. Chicago, Illinois.

10. Charlie Euchner, "Studies Find Supply, Quality of Future Teachers is Promising," Education Week. Washington, D.C.

11. Ibid.

12. "Teachers" Education Week February 29, 1984. Washington, D.C.

13. Ibid.

STRATEGIES FOR PREPARING STUDENTS FOR SUCCESS IN MEETING NEW CERTIFICATION REQUIREMENTS

Margaret G. Dabney*

In 1967 the Commission on Higher Educational Opportunity in the South of the Southern Regional Education Board (SREB) noted in a report, The Negro and Higher Education in the South that there are two essential measures for educational equality in the region, i.e. "...evolution...into a single system...", and "...massive effort to achieve equality...". These essentials were endorsed by thirteen of the Southern states involved in the regional compact represented by SREB. In spite of such a commendable statement of principles, the document referred to above suffers, in my view, from subtle bias and lack of historical perspective. Unhappily, it has directed the planning thrust for higher education throughout much of the South.

Black citizens are sensitive to the ironies of the pronouncements of their various commissions, Boards, and legislatures about: (1) the need to prune unjustifiable curricula and programs, and (2) the need to improve the quality of education by restricting access to higher education and to the teaching profession by the use of standardized tests. These pronouncements brush aside the social, political, and cultural history which produced the deplored conditions--conditions which reflect the problems of race, poverty, political powerlessness, and educational disadvantage. Solutions to these problems have attendent costs. Some of them psychic. Presently, the Black institutions and Black

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students are being made to bear the full psychic cost, as well as much of the economic cost.

There is need for consciousness of the vicious circle of discrimination and prejudice which initially restricts the development and life chances of people and of their institutions. These circumstances produce certain traits and characteristics which then become evidence to the discriminating group of the inferiority of the group being discriminated against. Morality and intellectual honesty require that the problems of these institutions always be viewed in their historical context. In the past, many programs in the Black Colleges were hastily conceived and poorly supported, often because of neglect by the States in their frantic attempts to stave off desegregation. This is not to argue that programs should not be evaluated, that is, programs in <u>all</u> institutions. The Black institutions must not continue to be the whipping boy for situations not entirely of their making. Full, equal, and effective participation in the educational life of the Region can hardly become a reality in a climate of condescension.

The times call for reform, reform of social attitudes and of social systems. The times call for political thinking, as well as professional thinking. Today's political climate is indifferent, even hostile, to minority and poor students because it is permeated with racism. This, then, is the assumption from which we must start if we are to turn back the tide of adversity which threatens to overwhelm Black institutions and students in the coming years. The shift of rhetoric from equality of access to quality education has made it possible for liberals to rationalize their inherent

attitudes and to adapt to pressure from the right. Let me quote from the Swedish scholar Torsten Husen (PDK, 64(7), 455(1). His comments relate to my view that A National At Risk is a political document which appeals to a middle class group by identifying problems which that group considers to be important. But listen to Torsten:

> Finally, I dare to submit that low standards are not the most serious problem with public schooling - neither in the U.S. nor in other nations with comprehensive structures and high retention rates.
>
> Standards in terms of average performance can easily be raised by making a system more seductive. The real, and most serious, problem concerns the way formal education relates to a highly technical society - and the institutional contridictions and goal conflicts that beset the school operating in a highly competitive society where formal schooling increasingly influences social status and life chances...
>
> Let me suggest that the most serious problem faced by schools on both sides of the Atlantic is the rise of a new educational underclass. The "old" underclass was, in the premeritocratic society in many countries, visually concluded from the advance education that was available to small social and intellectual chic. (A supposed characteristic of the meritocratic society is that all are thought to have equal access to education.) What characterises the "new" underclass is that it consists of those who from the very beginning tend to be school failures. They also tend (rephrasing Orwell to be less equal than others, by coming from unprivileged homes, though not necessarily unprivileged in material terms. Their parents often have lower levels of education and are suspicious of the school as an institution. Very early during their school careers these children give up competing for success; they are highly over represented among traunts nonreaders, vandals, and, in the long run, among the jobless. Those who are from the beginning (to quote Orwell correctly) "more equal than others," by virtue of coming from proper backgrounds with better educated and more school-conscious parents, tend irrespective of the school system - to have an advantage. A formally equal treatment in a competitive milieu does not lead to greater equality of outcome.
> (Husen, 1983)

There is a marked relationship between socio-economic status and achievement. The answer may lie as much in social policy as in teaching strategy. According to some estimates, 80% of the benefits of current social policies go to the top 20% of the population. If we are serious about increasing mastery of content, says my favorite curriculum theorist Michael Apple, especially among those suffering from the disadvantages of poverty, ethnicity, sex, etc., we must seriously analyze prevailing patterns of educational financing, redistribution of income, and ways to create jobs and decent standards of living. This calls for active participation in the political process. However, engaging in such as analysis provides a dilemma for us. We cannot be excused from our primary job, i.e. creating and delivering effective curriculum and instruction. On the other hand, we must not become too preoccupied with narrow ends, i.e. higher test scores on dubious tests. We must worry about standards and quality, but also about goals and values.

Ravitch (2) tells us that knowledge of the past is vital to our understanding, but it doesn't tell us what to do next. What we must do next - our professional task as teacher educators - is to create an educational system for our students which is sensitive and complex enough to do justice to what our students need, i.e. to feel worth while and competent, and to be successful in terms by which the outside world will judge them. Work in the future will require people who can think, plan, adapt, and make decisions. Our institutions cannot afford to reward conformity and punish dissent. They must nurture initiative, advanced reasoning skills, judgment, independence, and self-discipline.

In the end, teacher educators in historically Black institutions must carry a double burden. We must be politically astute and active, we must resist injustice, but as professional persons we must deal with realities imposed upon us by legislative mandate. Our academic leadership must provide the necessary vision and strength, combined with pragmatism. We must band together to take initiatives even though there are risks. But we must understand that there may be greater risks in taking orders.

Political activism may be the province of others, albeit with our help. However, political thinking must accompany professional thinking. Schools of education must have a sense of the whole. Thus, we must address some tough questions and then create strategies and programs in light of the answers. Who are our potential rivals? Allies? How can we fight for our share of scarcity?

The traditionally Black institutions must deal with the realities, i.e. the tests are here to stay, at least for some time. As I indicated earlier, other institutions and organizations must deal with other aspects of the present realities. The traditionally Black institutions must be about the business of determining which is the most effective of several perspectives to apply to the problem of helping their students to learn or to learn how to learn and to perform acceptably on the tests. These students score on the average about one standard deviation below the average for the non-black population. Of course, we would do well not to forget the difference among regional scores and between scores of children of Oriental and Anglo-Saxon descent, and between scores of children in

the Southeast and the nation as a whole. Of course, we know that the tests don't really indicate if all students share a common pool of knowledge, since knowledge of items shared by a large number are eliminated by the test makers because they no longer discriminate. The question to be addressed: What needs to be done to improve that performance which comes not from lack of intelligence, but from lack of experience with the processes and/or information required by the tests?

Unfortunately, the difficulty of the task facing the traditionally Black institutions is compounded by the immediacy of the problems. The problems must be addressed in the institutions on several levels at once:

1. An immediate and reactive level which will permit students to learn as quickly and effectively as possible the processes and general content of the exit test required by a given State or locality in the immediate future. This is a necessary band-aid.

2. A proactive level which will create a massive intervention in the academic programs of students according to a considered, long-range, and systematic plan.

3. A second and important proactive level which will provide our own appropriate, needed, and systematic research base - not voodoo research as described by Lillian Jennings, but research which comes out of a paradigm which is sensitive to the cultural strengths of Black people and to the culture traps of American society. We need to determine the kind of theoretical thinking which is needed because theory building and testing may be the practical thing to do at this point. Institutions must rise above turf wars and petty jealousies to collaborate and pool resources now.

Let me now describe some interventions that have taken place and will take place at Virginia State University. These are a mixture of 1 and 2 above and hint at 3 and are designed to address the problems of students performance on the National Teacher Examinations (NTE).

With the help of a consultant who is a veteran of these wars, the institution has established its goal:

> To prepare all students, for whom it is willing to request certification, to meet the minimum standards for licensure by 1988.

It has adopted as its strategy:

> The massive intervention which will be supported by the commitment of the University leadership, a clear understanding of the consequences of failure, and by clear understanding of the roles of the University, legislature, State Board of Education, and of the teacher education faculty.

There are many types of intervention strategies which might be chosen. Those which have been identified for our purposes include:

1. Creation of a Lower Division Developmental Program which orients new students, assesses their competencies, and prepares them for entrance to Teacher Education Programs.

2. Faculty staff development.

3. Identifying NTE test competencies, linking competencies to courses, field experiences, and Beginning Teacher Assistance Program, and making competencies public.

4. Building into faculty evaluation the requirement to address the identified competencies and the appropriate strategies such as test development, etc.

The tasks which faced us immediately were as follows:

1. Identify core mission for Teacher Education

2. Identify inputs by programs

3. Identify competencies on NTE test

4. Assign competencies to courses

5. Agreement of faculty on assigned competencies

6. Revise course outlines to fit newly assigned competencies

7. Establish advisee system

8. Establish goals for percent passage of test by program/divisions

9. Secure NTE item analysis by departments

10. Establish goals by program area for percent passage for 1984-85, 1985-86, etc.

11. Develop freshman orientation program

12. Develop orientation to Teacher Education

13. Develop faculty/staff development

14. Develop remediation and tutorial program

15. Develop student involvement.

The first step in the identification of test competencies, item analysis of NTE, and assignment of competencies to courses has been taken via workshops and colloquia over a two year period which involved faculty from across the University and students. During the 1984 Spring semester there were a series of colloquia over a six-week period which concluded with a university-wide discussion of projected plans for 1984-85. The planning and execution of these activities involved the broadest possible group of administrators and faculty. Hopefully, that involvement enhanced commitment and facilitated appropriate changes in teaching and classroom behaviors. Faculty in both general and professional education must own the competencies required for mastery on the tests.

FOOTNOTES

Torsten Husen, "Are Standards in U. S. Schools Really Lagging Behind Those in Other Countries?" Phi Delta Kappan. Vol. 64 pp. 455-461, March 1983.

Diane Ravitch, "The Proposal in Perspective." Harvard Educational Review, Vol. 53, pp. 380-383, November 1983.

LINKING STRATEGIES: PUBLIC SCHOOLS, COMMUNITY, STATE DEPARTMENT OF EDUCATION AND PROFESSIONAL ORGANIZATIONS

V. Wendell Hylton*

> For our country to function, citizens must be able to reach some common understanding on complex issues, often on short notice and on the basis of conflicting or incomplete evidence. Education helps form this common understanding. A point Thomas Jefferson made long ago in his justly famous dictum: 'I know no safe depository of the ultimate powers of the society but the people themselves and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them but to inform their discretion.'"
>
> A Nation at Risk

Public schools reflect the society which they serve and are political entities of State government and are controlled by the State constitution. State Departments of Education have constitutional control of their school systems. In practice they delegate power to local school boards of education and they legally establish local education agencies responsible to the people for policies pertaining to public schools. School boards, composed of citizens, operate under State law.

Local school boards are accountable for the fiscal affairs, employ the teachers, employ the superintendents (if not elected or appointed), adopt courses of study and textbooks, and are responsible for the education of <u>all</u> the children from the society they serve. Basically, no other country in the world operates its schools under a plan of state responsibility and local control

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comparable to that which exists in the United States.

State Departments of Education set standards for linking school and community interaction plans that foster mutual understanding of the role of each in providing quality integrated education for all students. State Departments of Education establish standards and access for parents, citizens, and representatives from business and industry and provide opportunities for participation on advisory committees, in curriculum study and in cooperative evaluation of the total education program.

An effective school/community relations program is a joint effort among State Departments, educators, parents, students and others interested in the schools. Alert citizens are aware that success in school/community relations programs--whether large or small, organized or informal--is as dependent upon their interest and support as it is on the efforts of the school to promote understanding of school affairs. Concerned and interested parents and educators realize that character, conduct, expectation, motivation, and acceptance of the school by the child daily reflects the influence of the school. Further, the pupil's attitude and behaviors towards school influence the parents' image of the school.

The principal is the key instructional leader and the link between all persons involved as he/she must create a climate of mutual respect, discipline, courtesy, and understanding. The principal leads in establishing and interpreting a continuing and comprehensive program between the total community and other community agencies to provide needed services to all students. The state provides opportunities for all principals to understand and

serve as a link between the school and the minorities as well as the non-minority community. Many principals need specific education to factor in the survival/lifestyles of the minority community. In many situations, the State Department of Education is contacted to bridge the gap and open lines of communication with the local school division personnel, parents, students and community leaders.

Good public schools are essential to develop each student's capabilities and preparation for college. Good schools develop survival skills needed to indure national survival. Many principals, counselors, and teachers are not provided with adequate knowledge and skills to ensure the above for minority students and especially minority students from low socio-economic backgrounds. The efforts of effective multiethnic and multicultural committees help the community realize that educational progress is essentially a matter of identifying and acquiring educational services which their children need to become contributing citizens in society.

I have experienced during the last several years an increasing need to provide educational training and technical assistance to various community persons and to provide linkage strategies for parents, community leaders and educators. Universities and community colleges need to become better educated about the community and become involved in linkage to assist in attracting gifted and talented black students to attend institutions of higher education.

One of the best characteristics of our society affecting the development of public education and attracting gifted and talented black students to the teaching profession has been faith in local

control of public affairs. The place of responsibility for support of the public schools is at the local level. However, the State Department of Education must provide needed leadership and continuous coordination strategies where they join parents, educators and community leaders in efforts to improve linkage of their school as partners in a common enterprise to more adequately meet the need of our changing society for bright teachers from minority groups and from the majority group. By working with the community and the State Department of Education, institutions of higher education will have better access to gifted and talented high school students.

I commend the Standards for Accrediting Schools in Virginia to you.

These were adopted by the Virginia State Board of Education, July, 1983. Of particular interest is the standard on Community Relations.

STANDARD G

Each school shall have in effect a school and community interaction plan that fosters mutual understanding of the role of each in providing quality education.

Criteria:

1. Parents, citizens, and representatives from business and industry shall be provided opportunities to participate on advisory committees, in curriculum study, and in cooperative evaluation of the total educational program.

2. A comprehensive and continuing program for interpreting the total school to the community shall be provided.

3. A close working relationship shall be established and maintained between the school and other community agencies related to student services.

4. Schools shall seek active cooperation with business and industry in formulating educational programs and conducting joint enterprises involving the use of such resources as personnel, facilities, and training programs.

5. The staff shall be responsible for utilizing the resources of the community and involving parents and citizens in:

   a. Evaluating the school program;

   b. Developing the biennial school plan;

   c. Volunteer services and programs of supplemental instruction as may be deemed appropriate.

6. The school shall encourage and support the establishment of Parent-Teacher Association/Organization and shall form a cooperative relationship with it.